



# Vae View Elementary

Composite School Plan  
2019-2020

Principal David Pendergast

## PURPOSE

### DISTRICT VISION

Davis School District provides an environment where growth and learning flourish.

### DISTRICT MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

*A copy of Davis School District's Strategic Plan is included at the end of this document.*

### SCHOOL PURPOSE

The purpose of Vae View Elementary is to promote the mission of learning first for all. To accomplish our purpose, we have a clear vision of best practices that are leading the school toward school improvement. Administration and staff are interested in and concerned about student welfare. Classrooms are regularly visited and feedback is left with teachers regarding their explicit instruction, classroom environment, and student engagement. All staff members have high expectations for student achievement and student learning is discussed in weekly DCT (Davis Collaborative Team) meetings and monthly data team meetings. Faculty members create a positive and collaborative learning environment and are committed to all stakeholders. Family members have numerous opportunities to be engaged in their student's education and be included in all activities at the school. There are Academic Parent Teacher Team nights planned throughout the year, where parents will be taught skills and given materials to help their students better achieve the DESK standards for their specific grade levels. Our teachers and parents also have the option to participate in Home Visits for each of their students.



## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Vae View Elementary School is in an urban location. It is located at 1750 West 1600 North, Layton, Utah. The community has a diverse population in ethnicity, religion, and culture.

### STUDENT BODY

Vae View Elementary has 408 students enrolled including the preschool and special education learning center students. Out of all of our students, 52% are considered to be in a minority ethnicity. Minority populations include Latino, Native American, Asian, African American, American Indian, and Pacific Islander. 62% of our students have been identified as economically disadvantaged and 23% have limited English Proficiency levels. There are two classes in each grade level, including four half-day kindergarten classes. The school also has two special education learning centers, as well as Title 1 Preschool, Head Start and HOPE Preschools.

### STAFF

The faculty at Vae View Elementary are certified and highly qualified. All are ESL endorsed or in the process of becoming endorsed. We have 14 regular education classroom teachers. In addition, there is one certified Special Education teacher for our resource program and an additional two certified Special Education teachers who teach in two Learning Centers located at Vae View for grades 3 through 6. The staff also includes an ELA Coordinator and a Math Coach. Vae View Elementary also houses a Head Start, Title 1 and Hope Preschool Program.

### SCHOOL CULTURE

Vae View Elementary embraces diversity. The student body is made up of different ethnic backgrounds and cultures. We celebrate these differences and promote unity as well as individuality. Our success hinges on accepting, valuing, and respecting all cultures and beliefs. This acceptance is evident in the school's policies and procedures such as the school wide behavioral plan and school improvement plan where parent involvement has been identified as vital to the successes of our students. The faculty is welcoming and collaborative in their efforts to improve their craft and help students to be educationally successful.

### UNIQUE FEATURES & CHALLENGES

At Vae View, many economically disadvantaged parents (e.g., single parent, and/or two parent families) work long hours to provide minimal basic needs of food and shelter for their families. Many of these parents find it difficult to consistently assist their children in educational pursuits at school and/or at home. As a result of a single parent, or both parents working one or more jobs, it is problematic for many of them to adequately supervise their children before school, after school, and/or during summer months. Additionally, language barriers between home and school create challenges for parents, students, and teachers.

Chronic absenteeism is another challenge for Vae View. Our faculty and staff are constantly looking for ways to encourage students to be on-time and at school every day.

#### ADDITIONAL INFORMATION

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## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

There are three areas of notable achievement for the school. First, the school has made it out of state Turnaround. Based on the 2018 SAGE data the school exceeded the exit criteria goals. In the area of math, the school outperformed their goal by almost 11%. Our lowest 25% of students made 55% growth and our ELL students made commendable growth based on the new state report. Second, pending USBE approval, Vae View will be the only Davis Title 1 STEM designated school. The school successfully demonstrated that their current practices are at the Platinum level. Last the school as added Qiao Qiao Chinese to the afterschool program to expose students to the Chinese language. The goal of the program is exposure, not proficiency. Children are educated in groups of 15 once a week from a teacher in China via skype.

The School continues to offer the INFINI D Lab, MESA, Chess, Mindstorms Robots Clubs to the school to provide enrichment and serve as a tool to motivate and inspire children to want to learn. Sixth grade students also participate in the Department of Defense STARBASE for 5 weeks located at Hill Air Force Base.

Teachers have and currently give a lot of time and effort in attending Professional Development aimed at improving our current school status as set forth by the State.

Based on a November 2017 report produced by the Utah State Board of Education, Vae View Elementary proficiency and growth scores from SAGE grew by 25% on the states Turnaround Schools Report.h scores from SAGE grew by 25% on the states Turnaround Schools Report.

### AREAS OF RECENT IMPROVEMENT

Vae View Elementary partnered with Brigham Young Universtiy and the Teaching and Learning department to train teachers in Comprehensive Mathematical Instruction (CMI). CMI is not a way to do math. It is way to think about and teach math. CMI is a pedolical shift in the way teachers deliever instruction. It has been embacred by the entire staff. Teachers are implementing what they ghave learned and instruction is beginning to imprve across the school. Vae View will continue with year 2 professional development next year.

The school has worked diligently to improve small group instruction with the continued implementation of Power Hour. Power Hour sets time aside for small group intervention time in Language Arts. Interventions are coordinated by the classroom teacher and carried out by both classroom teachers and Title One tutors. This hour is a dedicated time for Language Arts instruction five days a week. The average number of students in each group is 5-6. Students are grouped by current instructional data identifying student's academic ability level. The groups are created by each grade level teams and are fluid to better meet students' changing needs.

Over the past two years, teachers and staff have participated in Tier 1 and Tier 2 instruction and interventions professional development through the University of Utah Reading Clinic (UURC). Participants are evaluated four, or more, times per year on their implementation of these practices. Students are serviced at least twice a week in small groups for Tier 2 interventions.

For the last five years, all faculty members have participated in professional development in the areas of collaborative team coaching, increasing effectiveness of explicit instruction, and increasing rigor across all instructional activities. This professional development has guided teachers to focus on their instructional practices and to analyze their instruction and assessments for rigor and effectiveness directly relating back to student achievement. Additional professional development has been attended where teachers learned the basics of Davis Collaborative Teams (DCT) and how to implement them. They also completed grade level curriculum.

#### AREAS OF NEEDED IMPROVEMENT

Improved communication within the school about what is taking place, upcoming events, or changes to the schedule. Communication could be offered in a variety of ways so that faculty and staff have multiple means for receiving communication; school website, Facebook, school marquee, letters, call outs, emails, and newsletters.

Continued emphasis and development of effective collaborative team meetings and data meetings with the administrative and coaching teams. Collaborative teams will continue to learn how to collect and use data to focus teaching on student learning and success.

## PRIOR YEAR STATUS REPORT

### REPORT PROGRESS ON PRIOR YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

#### **Prior Year Goal #1:**

Increase the percent of K-3 students scoring “typical or higher progress” on middle of year Pathways to Progress DIBELS Scores by 8% (from 57% to 65%).

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

K-3 DIBELS middle-of-year benchmark composite scores dropped from 61% to 51%.

#### **Prior Year Goal #2:**

Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 15% to 13% (2% reduction or approximately ten students.)

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Chronically absent students dropped to 11% exceeding the schools goal of 13%.

#### **Prior Year Goal #3:**

In the areas of language arts, math, and science, students will have access to effective and efficient teachers. This will be achieved by the end of the school year 2017-18 and will be documented by completed monthly data team meeting minutes, evidence of DCT meetings, participation in professional development, blended learning professional development and Evaluate Davis data that are used throughout the year.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Teachers participated in Tier 1 professional Development provided by the University of Utah Reading Clinic. A few identified teachers also participated in ESL training. Teachers also had the option to participate in either student engagement or differentiated instruction provided by Innovations. Teachers conducted weekly DCT meetings. Teachers had blended learning professional development over the summer before school began.

**Prior Year Goal #4:**

Vae View Elementary will increase their academic proficiency percentage points between 7-10% in the areas of language arts, mathematics, and science.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

**Comments:**

Based on SAGE testing, Vae Views scores increased to over the goal of 25% proficiency. ELA 27%, Science 27% and Math was 36%. The school is no longer in state Turnaround.

## CURRENT YEAR PROGRESS REPORT

### REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

#### Current Year Goal #1:

Increase the percent of K-6 students scoring “typical or higher progress” on middle of year Pathways to Progress DIBELS Scores by 8% (from 51% to 59%).

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

The school did not meet this goal. MOY Pathway to Progress score was 57%. The administration along with coaches and teachers are looking at the data to see how they can improve this score for next year.

#### Current Year Goal #2:

Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 11% to 9% (2% reduction or approximately ten students.) Aides will be hired to provide academic support for students with attendance issues to improve their academic standing.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

The school has exceeded this goal with 7% absenteeism rate.

#### Current Year Goal #3:

Students will have access to effective and efficient teachers. This will be achieved by the end of the school year 2018-19. This will be documented by completed monthly data team meeting minutes, participation in weekly DCT meetings, participation in professional development, Evaluate Davis data and an increase of academic proficiency and growth percentage points according to SAGE scores.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Teachers are engaged in Comprehensive Mathematical Instruction training along with staying current with Tier 1 and 2 instruction with the UURC. Vae View teachers were also training in Morphology by the UURC this year.

## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$2,676.00
B – Allocated new funds for 2018-2019 .....	\$39,105.00
C – Total Budget for 2018-2019.....	\$41,781.00
D – Projected spending during 2018-2019.....	\$41781.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$0.00
F – Projected new funding for 2019-2020 .....	\$41,141.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$41,141.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

Increase the percent of K-6 students scoring “typical or higher progress” on middle of year Pathways to Progress DIBELS Scores by 6% (from 57% to 63%).

#### District Strategic Plan Area:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security                       | <input type="checkbox"/> Fiscal Responsibility          |
| <input type="checkbox"/> Parent & Community Connections          | <input checked="" type="checkbox"/> Culture             |

#### Academic area(s) addressed by the goal:

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Reading     | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies  |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science    | <input checked="" type="checkbox"/> Health          |
| <input checked="" type="checkbox"/> Writing     | <input checked="" type="checkbox"/> Fine Arts  | <input checked="" type="checkbox"/> World Languages |

#### Measures to determine progress/successful completion of the goal

The school will use the middle of the year K-6 DIBELS benchmark scores to determine successful completion of the goal.

#### Action Plan:

Teachers will collect data on their students a minimum of 3 times a year, with additional data collected weekly/monthly. The school will spend funds to hire a a tutor to coordinate tutors and help ensure teacher decided interventions are implemented by tutors. Teachers will also monitor student progress throughout the year during monthly data meetings and grade level meetings. Data will be shared with students so that they know their progress toward this goal.

Funds will be spent for teacher professional development and to purchase progress monitoring and other supplies that will advance our goals.

#### Will LAND Trust funds be used to support the implementation of this goal?

- Yes *(complete the budget sections below)*

No (*skip the budget sections below*)

**Does this action plan include behavioral/character education/leadership efforts?**

Yes (*answer the next question*)

No (*skip the next question*)

**Explain how these efforts directly affect student achievement.**

Funds will be spent for teacher profesional development and to purchase progress monitoring and other supplies that will advance our goals.

Planned LAND Trust Expenses for Goal #1

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$8000.00	Salary for para to coordinate tutors and interventions.
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$2000.00	MClass 4-6 for Progress Monitoring
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$10000.00</b>	

**GOAL #2:**

By reducing the percentage of students who are chronically absent (10% or more days with unexcused absences) from 7% to 6% (1% reduction or approximately 10 students) academic areas will realize increased scores in end-of-level testing because instruction will be able to happen.

**District Strategic Plan Area:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement   | <input type="checkbox"/> Empowered Employees   |
| <input checked="" type="checkbox"/> Safety & Security              | <input type="checkbox"/> Fiscal Responsibility |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture    |

**Academic area(s) addressed by the goal:**

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Reading     | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies  |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science    | <input checked="" type="checkbox"/> Health          |
| <input checked="" type="checkbox"/> Writing     | <input checked="" type="checkbox"/> Fine Arts  | <input checked="" type="checkbox"/> World Languages |

**Measures to determine progress/successful completion of the goal**

Chronic absenteeism report will be used to compare to their academic report. This will show the level of improvement of those who had previously been chronically absent and how attendance has or has not increased their scores.

**Action Plan:**

The school will spend land trust funds to hire several aides to track the academic progress of students struggling with attendance. The school will implement an attendance campaign at school where students are recognized for their good attendance. Vae View administration, teachers and office aides will track student attendance and reach out to those with excessive unexcused chronic absenteeism, via letters, phone calls and/or home visits. The school will use trust land funds to pay aides that will provide academic support for students.

When children are at school they can learn. We need them at school, on time, ready to learn, every day.

**Will LAND Trust funds be used to support the implementation of this goal?**

- Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

**Does this action plan include behavioral/character education/leadership efforts?**

Yes (*answer the next question*)

No (*skip the next question*)

**Explain how these efforts directly affect student achievement.**

When children are at school they can learn. We need them at school, on time, ready to learn, every day.

Planned LAND Trust Expenses for Goal #2

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$5000.00	Salaries for academic trackers (2-3 employees)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$5000.00</b>	

**GOAL #3:**

Students will have access to effective and efficient teachers. This will be achieved by the end of the school year 2019-20.

**District Strategic Plan Area:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Student Growth & Achievement   | <input checked="" type="checkbox"/> Empowered Employees |
| <input type="checkbox"/> Safety & Security                         | <input type="checkbox"/> Fiscal Responsibility          |
| <input checked="" type="checkbox"/> Parent & Community Connections | <input checked="" type="checkbox"/> Culture             |

**Academic area(s) addressed by the goal:**

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Reading     | <input checked="" type="checkbox"/> Technology | <input checked="" type="checkbox"/> Social Studies  |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science    | <input checked="" type="checkbox"/> Health          |
| <input checked="" type="checkbox"/> Writing     | <input checked="" type="checkbox"/> Fine Arts  | <input checked="" type="checkbox"/> World Languages |

**Measures to determine progress/successful completion of the goal**

School wide Comprehensive Mathematical Instruction (CMI) Professional Development. Monthly data team meeting minutes, turning in DCT meeting logs, Evaluate Davis data and an increase of 5%-8% academic proficiency and growth percentage points according to RISE scores.

**Action Plan:**

All teachers will receive professional development in Comprehensive Mathematical Instruction. A leadership team will be selected, including teachers, to deliver the instruction. Teachers in K-5 will also receive training in the new science standards. The district will retrain all teachers in Tier 1 ELA instruction before the school year begins. Monthly data team meetings will be held to help teachers analyze data to inform instruction. Teachers will participate in weekly DCT meetings to identify students who need reteaching or enrichment. The Evaluate Davis tool will help teachers to identify areas in their professional practice to strengthen and celebrate. Stakeholders will review and analyze RISE scores. The school will purchase a site license for Nearpod and classroom technology will be updated as needed to support learning. Vae View will also look to improve their Makerspace if additional funds are available. The school will spend the funds as outlined in this portion of the plan.

As teachers are trained and prepared for the classroom, they will increase student growth and achievement.

**Will LAND Trust funds be used to support the implementation of this goal?** Yes *(complete the budget sections below)* No *(skip the budget sections below)***Does this action plan include behavioral/character education/leadership efforts?** Yes *(answer the next question)* No *(skip the next question)***Explain how these efforts directly affect student achievement.**

As teachers are trained and prepared for the classroom, they will increase student growth and achievement.

## Planned LAND Trust Expenses for Goal #3

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$4000.00	Professional Development subs CMI and ELA Tier 1 stipends
Prof. Services	\$	\$7500.00	Fee to participate in CMI
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$3500.00	Travel to Training (3-day training in Provo)
General Supplies	\$	\$6500.00	Updated Classroom Equipment (i.e. digital projectors, SMART Boards, Enhanced Audio, etc.)
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$3500.00	Nearpod Site License
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$25000.00</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$41,141.00
- I – Total projected funding for 2019-2020 .....\$41,422.00
- J – Total planned expenditures for 2019-2020 .....\$40,000.00
- K – Planned carryover into 2020-2021 ..... \$1,422.00
- L – Is planned carryover more than 10% of projected new funds?

- Yes                       No

PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was “No”)*

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

If the school is given additional Land Trust funds, the new money will go towards upgrading technology and developing maker space activates for students to use. (Goal 3)

### PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- |  |  |
|--|--|
| <input type="checkbox"/> Letters to policy makers                | <input type="checkbox"/> School newsletter         |
| <input type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input type="checkbox"/> School assembly                         | <input checked="" type="checkbox"/> School marquee |

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

Date of council approval vote: **3/28/2019**

Number who approved: **13**

Number who did not approve: **0**

Number who were absent or abstained: **0**

## ADDITIONAL ITEMS REQUIRED FOR TITLE I SCHOOLS

### 1. COMPREHENSIVE NEEDS ASSESSMENT

See “Needs Analysis” section above.

### 2. SCHOOLWIDE REFORM STRATEGIES

Which of the following schoolwide reform strategies are in use at the school?

- Professional Learning Communities/Davis Collaborative Teams
- Mastery Connect
- University of Utah Reading Clinic
- Collaborative Coaching
- Other (please explain)

Describe the implementation of schoolwide reform strategies (timelines, required professional development, and anticipated impact on achievement outcomes.)

Vae View Elementary has exited Turnaround! This year we have begun Comprehensive Mathematical Instruction training with our Teaching and Learning Department and Brigham Young University. We have had extensive Professional Development from the University of Utah Reading Clinic (Tier 1 instruction and Tier 2 interventions, Morphology), Innovations Ed. (Student Engagement, Differentiated Instruction, Writing PD) West Ed (Academic Parent Teacher Teams), and district provided ESL training for three teachers.

### 3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school will provide this information to Federal Programs by October 1st.

### 4. PROFESSIONAL DEVELOPMENT PLAN

See professional development activities from goal sections above.

### 5. RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS

Districtwide practices for recruiting and retaining highly qualified teachers include the following:

- Hire early in the year when more candidates are available.
- Offer high quality professional development opportunities.
- Provide for smaller classes in title I schools.
- Offer additional technology in title I schools.

Additional schoolwide practices for recruiting and retaining highly qualified teachers include the following:

During our interview process, we hire the best and the brightest candidates. We implement an open-door policy where teachers know they are heard from and listened to. The climate of Vae View is warm and inviting, and teachers work collaboratively with all other faculty and staff members.

## 6. PARENT INVOLVEMENT

Districtwide practices for parent involvement include the following:

- Community council reviews, plans, and implements the School Improvement Plan.
- Community council members are invited to attend a planning meeting in spring. Plans are reviewed by the JSSC and other faculty members.
- Parents are invited to participate in reviewing, planning and implementing the LAND Trust Plan.
- All School Improvement Plans in Davis School District follow the same format and are made publicly available online.
- An annual meeting is held at the beginning of the school year explaining the Title I program and informing parents of their right to be involved.
- Meetings are held at different times during the day to enable all parents to be involved.
- Programs and activities are scheduled throughout the year to involve parents and guardians.

Additional schoolwide practices for parental involvement include the following:

Parents are invited and encouraged to participate in PTA, Academic Parent Teacher Team evenings, Community Council and Home Visits.

## 7. TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL AND FROM ELEMENTARY SCHOOL TO JR. HIGH SCHOOL

Districtwide practices for transition include the following:

- Information about kindergarten round-up is posted on the school marquee, sent to local preschools, and shared with religious and community leaders.

- Letters are sent to the homes of preschool children.
- Elementary schools communicate annually with junior high schools to facilitate 6<sup>th</sup>-7<sup>th</sup> grade transitions.
- School staff coordinates with Head Start, Title I Preschool and other preschool programs within school boundaries.
- Principal visits Head Start and Title I Preschools during the year to meet the students.
- Parents and preschoolers are invited to a kindergarten round-up.
- Parents and preschoolers are provided materials to prepare for kindergarten.
- Junior high school counselors meet with students to plan schedules and facilitate 6<sup>th</sup>-7<sup>th</sup> grade transitions.

Additional schoolwide practices for transition include the following:

Parents and students are welcomed to each school year at our Back to School Night to meet their teachers.

## 8. DECISIONS REGARDING THE USE OF ASSESSMENTS

Districtwide assessment practices include the following:

- DIBELS
- McGraw-Hill assessments
- Grade level assessments
- State assessments
  - RISE
  - DLM
  - WIDA
- District assessments
  - KEEP entry and exit profile
  - 1<sup>st</sup> and 2<sup>nd</sup> Grade Language Arts CRTs
  - 1<sup>st</sup> and 2<sup>nd</sup> Grade Math CRTs
- During collaborative team meetings, teachers meet to decide what assessments they will use to assess student mastery.
- Teachers meet with administrators to discuss the assessments they plan to use to guide their instruction.
- Teachers work with instructional coaches/coordinators to identify or develop assessments to evaluate effective instruction and identify low performing students.

Additional schoolwide practices for assessment include the following:

The district Drill Down, Core Phonics, Curriculum Based Assessments.

## 9. STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING ACHIEVEMENT STANDARDS

Districtwide practices for helping struggling students include the following:

- Administrators meet with teachers to review data identifying low achieving students.
- During collaborative team meetings, teachers review data to identify how students are performing.
- Teachers meet with instructional coaches/coordinators to identify students who are struggling.
- Low performing students receive additional instruction from their teacher.
- Low performing students work with tutors in addition to the instruction they receive from their teacher.
- Low performing students receive additional time and instruction through technology and instructional aides.
- During collaborative team meetings, student progress is monitored. Students are moved from one intervention group to another depending on identified needs/progress.
- Teachers discuss progress of their students and make adjustments to the interventions students receive.
- Teachers and instructional coaches/coordinators monitor progress and make adjustments.

Additional schoolwide practices for helping struggling students include the following:

Vae View parents and teachers can participate in optional Home Visits. Academic Parent Teacher Teams meet quarterly to discuss student progress.

## 10. COORDINATION OF BUDGETS

The school will provide this information to Federal Programs by October 1.

# Davis School District – Strategic Plan

## LEARNING FIRST!

### VISION

Davis School District provides an environment where growth and learning flourish.

### MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

### OUR PLAN

#### CULTURE

*Davis School District promotes a healthy, respectful, and collaborative culture.*

- Teach and model personal accountability
  - Promote a growth mindset
  - Create an environment of respect
- Demonstrate exemplary customer service from all employees

#### STUDENT GROWTH & ACHIEVEMENT

*Davis School District provides an innovative, relevant, well-rounded education for each student.*

- Focus on individual student growth and achievement
  - Provide well-rounded curriculum including character and life skills
  - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

#### PARENT & COMMUNITY CONNECTIONS

*Davis School District develops connections with parents and community.*

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

#### EMPOWERED EMPLOYEES

*Davis School District employees are valued, supported, and appreciated.*

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning



#### FISCAL RESPONSIBILITY

*Davis School District provides for oversight and efficient use of public and private funds.*

- Provide internal and external oversight
- Provide ongoing training in fiscal management
  - Operate finances with transparency
  - Align fiscal resources with Board goals.

#### SAFETY & SECURITY

*Davis School District creates an environment where physical and emotional safety are paramount.*

- Provide safe and secure physical spaces
- Value stakeholder voices
  - Foster a welcoming environment
- Establish and communicate safety protocols